

# Busy Bees Day Nursery at Chandlers Ford

Pilgrims Close, Valley Park, Chandler's Ford, Eastleigh, Hampshire, SO53 4SD

<b>Inspection date</b>	25/03/2013
Previous inspection date	04/08/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		4
The contribution of the early years provision to the well-being of children		4
The effectiveness of the leadership and management of the early years provision		4

## The quality and standards of the early years provision

### This provision is inadequate

- Staff deployment is not always effective in ensuring children's immediate care needs are met and staff do not always promote children's well-being effectively.
- Children are not provided with clear messages about food and exercise to help them obtain a good understanding of the importance of a healthy lifestyle.
- The outdoor environment is not used to its full potential and resources in the pre-school are not effectively organised to provide children with a stimulating environment.
- The educational programme for literacy is not enhanced by staff to enable children to link sounds to letters and sound out their own names.
- Systems to share information between key persons are not robust to ensure all staff know how to support and challenge children's learning during activities.

### It has the following strengths

- Children have fun as they explore a range of sensory resources such as sand and water play.
- Children's independence skills are fostered as they self-select resources and take responsibility for setting the tables.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspectors observed activities in the pre-school room, toddler room and baby room.
- A joint observation was completed with the Assistant Manager.
- The inspectors held meetings with the manager and Childcare and Curriculum Advisor.
- The inspectors looked at children's assessment records and planning documentation.
- The inspectors took account of the views of staff, parents and children spoken to on the day.

## Inspector

Heidi Abernethy and Amanda Shedden

## **Full Report**

### **Information about the setting**

Busy Bees Day Nursery is part of a large chain of nurseries. The nursery opened in 2002 and operates in purpose-built premises in Chandler's Ford, Hampshire. The nursery is divided into three units with access to enclosed outdoor areas at the side and rear. There is easy access for wheelchairs and a lift to the first floor with toilet facilities on both levels. The nursery serves the local and surrounding areas. The nursery opens five days a week all year around from 8am to 6pm. An additional hour of care is available at both the beginning and the end of the day at the parents' request. There are currently 90 children from three months to eight years on roll, all of whom are in the early years age range. The nursery receives funding for the provision of free early education to children aged three and four years. The nursery currently supports children with special educational needs and/or disabilities and also supports children who speak English as an additional language. The setting is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. The nursery employs 21 members of staff, of whom 19 hold appropriate qualifications to level 3.

### **What the setting needs to do to improve further**

**To meet the requirements of the Early Years Foundation Stage the provider must:**

- ensure that children have their needs met at all times by effective deployment of staff with particular reference to the care of the babies
- develop the educational programme to ensure all children are challenged and extended during activities; develop the key person system to ensure that each key person makes sure that children's care is tailored to meet their individual care and learning needs, for example, by improving communication between staff
- organise the resources to ensure they are readily available to support children's overall learning as they play
- ensure all children's care needs are fully met and their well-being promoted by dressing children appropriately for outdoor play.

**To further improve the quality of the early years provision the provider should:**

- improve children's understanding of healthy practices by promoting discussion about the effects that food, drink and exercise has on their bodies
- recognise and develop the learning potential of the outdoor environment by enabling all children to access all areas of learning as they play
- support children language skills further, for example by with linking sounds to letters and sounding out their own names.

**Inspection judgements**

**How well the early years provision meets the needs of the range of children who attend**

The educational programmes are in place and cover the seven areas of learning. However, staff do not offer children appropriate support to help them meet their full potential. This impacts on the overall outcomes for the children and does not prepare them well for their next stages in learning. Each child has a key person who undertakes observations on the child and they are used to identify next stages in learning. However, this information is not shared with all the staff resulting in children not being offered consistent adequate challenges during planned activities. For example, when undertaking a painting activity, some staff only engage effectively with their own key children. They are not aware of the

specific learning needs of the other children who join in. This weakness is evident in each of the children's groups.

Toddlers have a range of resources to choose from in their base rooms, which have been displayed to encourage them to choose what they wish to play with. Babies are helped to choose resources with the positive interaction from staff. They offer them bubbles, which they love, laughing as they try to burst them. They sing familiar songs learning to do the actions and say some of the words. Toddlers choose to play with sensory resources such as sand and water filling and pouring the different jugs and bowls. They enjoy choosing and having stories read to them in small groups or by themselves. However, the lack of knowledge of the next stages in learning for toddlers results in insufficient challenge in their play. Similarly in the pre-school children are not adequately supported in achieving their next stages in learning. For example, although information states to 'encourage children to write their own names using letter sounds to support', this is not communicated effectively to all staff. This results in staff missing opportunities to challenge children's learning of letter sounds in order to prepare them in readiness for school. Children receive some adequate support to develop their communication and language skills with some conversation takes place between the staff and children. Staff do not always use open-ended questions to encourage children's language and thinking.

The pre-school room is divided well into the different areas of learning. However, ineffective organisation results in resources not being in place to enhance children's learning. For example, toy money is not provided with the shop till to enable children to count and use numbers for a purpose. This affects children's learning of skills for the future.

Children enjoy joining in with the weekly 'cooking with me' activities. They learn new skills, such as using tools safely, as they chop a range of fruit to make fruit kebabs. Praise is given for children's achievements such as for their pictures they have created. This in turn boosts children's self-esteem and confidence.

### **The contribution of the early years provision to the well-being of children**

The key person system is weak. This is because although children develop a bond with their key person, the key person does not make sure that relevant information is shared with other staff. As a result when the key person is not directly involved in children's care and learning the children do not receive the support they need. The deployment of staff in the baby room is not consistently effective in managing babies' care needs effectively. Babies who are upset are not immediately dealt with as staff are busy undertaking other tasks such as changing nappies or settling children to sleep. As a result they do not receive the reassurance they need to help them settle. The procedure for taking children outside does not include putting their coats or hats from home on, showing insufficient consideration for children's health and well-being. They wear splash suits, which do not keep them warm in the cold weather resulting in children becoming cold while playing outside. At times a member of staff will pick a child up who is upset inside and take them

outside with no covering on at all.

Staff sit with the babies at mealtimes helping them to become independent in feeding themselves. However, the deployment of staff results in babies being fed by a member of staff and then being left in the middle of feeding while she gets the drinks tray. The system in place for lunch does not ensure that the children who have been sat the longest get their lunch first resulting in children getting fractious while they wait. Babies are offered drinks throughout the day and their cups are clearly labelled minimising the risk of them not having the correct cup to drink from. Toddlers are encouraged to help label the cups by seeing which of their friends are in today and finding the corresponding photograph to attach to the cup.

Pre-school children show cooperation skills as they help each other to put out the cutlery ready for lunch. Lunchtime for this age group is a social occasion where children talk together. However, opportunities are not maximised to talk to children about the food and the nutritional benefits. This does not ensure children obtain a good understanding about how food and drink contributes to good health.

Children move themselves around on wheeled vehicles negotiating obstacles well. Staff run around the outlined track with children following them excitedly. However, learning is not extended to its full potential. Staff do not use these opportunities to talk to children about the effects exercise has in contributing to their good health.

The outside area is not developed to its full potential. Painting resources are not set up in advance and no tools are available to enable children to explore and investigate the soil. Poor organisation results in children not having appropriate resources in use. This limits the children's learning and interest as they play outdoors.

Children behave well. Staff use picture emotion cards to help support children with understanding their own and other children's emotions. They follow strategies used at home, such as, sticker charts ensuring consistency is achieved for the children. Staff talk to children about how to carry scissors carefully and children demonstrate a good understanding of how to keep safe.

The nursery staff communicate with other early years providers involved in children's care, sharing information about the children's individual interests and learning. This ensures consistency is achieved for the children between the different settings. Links with schools have been obtained to help familiarise and prepare children with going to school.

### **The effectiveness of the leadership and management of the early years provision**

The management team has a sound understanding of both the learning and development and safeguarding and welfare requirements. However the monitoring of staff practice fails to identify the weaknesses in the key person system, staff deployment and how staff

promote children's well-being and learning. As a result of these weaknesses the children's needs and requirements of the Statutory Framework for the Early Years Foundation Stage are not always met. The manager and staff have a good knowledge about child protection procedures and know what to do if they have concerns about a child's well-being. Recruitment and induction procedures are robust to ensure children are cared for by suitably qualified and vetted individuals. A safe play environment is maintained.

The nursery management have undertaken some self-evaluation on the setting using their own observations with contributions from staff and parents. The procedure for including children's thoughts and ideas has not been fully developed. Some areas for improving the outcomes for children are identified. However, the evaluation did not recognise the weaknesses identified at this inspection so is not a robust and effective process.

Staff communicate with parents daily. They provide them with examples of activities they can complete at home with their children if they wish. This sharing of information enables parents to be involved with their child's learning. Parents' notice-boards and regular newsletters keep parents updated with important information and about the experiences children are having. The nursery staff have sought help from external agencies to support children with additional needs. Parents are invited to consultations every six months. These communications ensure parents are informed about their child's learning enabling them to continue learning at home if they wish. The outcome of the required assessment check for children aged two years is discussed with parents. They are encouraged to contribute their knowledge of their child as part of the discussions. Staff obtain key words from parents for children learning English as an additional language. They use these words during the children's play to help them feel settled and confident in the setting.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children’s learning, development and care, known as the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	EY225569
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	908703
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	116
<b>Number of children on roll</b>	90
<b>Name of provider</b>	Busy Bees Day Nurseries (Trading) Limited
<b>Date of previous inspection</b>	04/08/2009
<b>Telephone number</b>	0238 0262703

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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